

**Students' Use of the Self - Reference Pronouns  
of *Aku* and *Saya* to Address Lecturers**

**THESIS**

**Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Sarjana Pendidikan**



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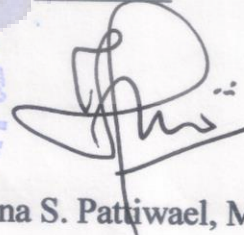
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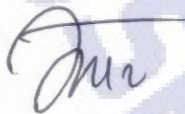
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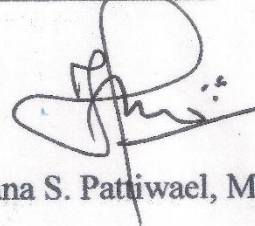
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## STUDENTS' USE OF SELF - REFERENCE PRONOUNS OF *AKU* AND *SAYA* TO ADDRESS LECTURERS

### Abstract

Indonesia has two common self – reference pronouns, which are *aku* and *saya*. It is traditionally prescribed that education setting students use *saya* used as formal self – reference pronoun in communication with lecturers. There however seem to have been a shift of students' choice on how they address the lecturers from *saya* to *aku* in recent years. This study aims to investigate pre-service teacher students of Universitas Kristen Satya Wacana in terms of their practice of using *aku* and *saya* when communicating with lecturers. The use of close-ended, open-ended, multiple responses and Likert scales questionnaire form was used in eliciting the data. The participants of the study were 130 students of the Faculty of Teacher Training and Pedagogy (FKIP) from various majors and multicultural backgrounds. The findings demonstrate the majority of the students used *saya* exclusively. However, there were a significant number of students who used both *aku* and *saya* with their lecturers. Lecturers' age, seniority, and personality, intimacy level between lecturers and students, and lecturers' comfort when a certain self – reference pronoun is used and the setting or social context are factors the students considered in choosing *aku* or *saya* with lecturers.

**Key words:** *aku*, *saya*, terms of address, self-reference pronouns, code selection

### INTRODUCTION

Interaction involves two parties, which are a speaker and one or more interlocutors. One of the goals in communication is to gain information from the interlocutor(s) or speaker. Moghaddam et al. (2013) added that besides gaining the information, interaction also functions as an essential circumstance in which the relationship among people (who engage in interaction) are negotiated through using their culture identity. Therefore, through using terms of address both the speaker and interlocutor share their culture identity.

In communication, it is crucial to use many language aspects. One of the significant language aspect which need to be used in communication is term of

address. Term of address is defined as unique linguistic attitude of speaker to interlocutor by considering his or her social status, rank, and age (Afful, 2007; Yang, 2010; Lesotho, 2010). Therefore, both interlocutor and speaker need to use self-reference pronoun to refer themselves in interaction. In English, the use of *I* is used as a self-reference pronoun. Indonesia has two alternative ways to say I, using *aku* or *saya* that is used by considering interlocutor age, social status and relationship between interlocutor and speaker. Whereas, in Japan there are some self - reference pronoun that can be used such as: *boku, ore, atashi and watakushi* (Mogi, 2002). Those self - reference pronouns are used by considering speaker's gender and social status of interlocutor and speaker. In addition, Tran ( 2010) insists that “ a polite conversation is one that takes into account such factors as age, social positions and social contexts” (p.12). Besides, age and social status, politeness also has a role in influencing the self – reference pronoun selection.

Nowadays, more university students seem to use *aku* and *saya* to address their lecturers. This is an interesting phenomenon since many lecturers in Universitas Kristen Satya Wacana, for instance, said it is unsuitable for students to address lecturers using *aku* (Rahardjono, 2016). Moreover, the use of *saya* is expected by mostly of the lecturers (Dewi, 2008). Besides that, Morgan (2011) indicates that the use of *saya* as “standard formal” and neutral self - reference pronoun. Therefore, students need to use *saya* which show politeness and neutral self – reference pronoun. As *saya* is perceived as standard self -reference pronoun that should be used in formal context (Flannery 2010; Djenar 2008; Rahardjono 2016). Responding to the issue of the shifting address term, Brown and Gilman

(1960) claims that nowadays society is changing rapidly, the norm of pronoun also change simultaneously. It means that, as time go on the code selection of self-reference pronoun will be changed consciously or unconsciously by people who use language.

This paper aims to investigate the use of self-reference *aku* and *saya* to address lecturers in Universitas Kristen Satya Wacana. The main core of this study is to find out students' self – reference pronoun preference when communicating with lecturers and factors which drives students in choosing certain self – reference pronoun. Seeing the tendency of the use of *aku* in communicating with lecturers, the researcher attempt to find out the reason why students use *aku*. Furthermore, this study may also increase students' awareness in the use of *aku* and *saya* when speaking with lecturers.

## **LITERATURE REVIEW**

### **a. Term of address and Self - Reference Pronoun**

Communication is a never-ending need for social beings. In communication speaker and interlocutor need to use language to deliver what they want to say. “The use of language in interaction entails more than simply exchanging information about thoughts and factual things between one person to another; it is an important process in which the relationships among people are outlined and negotiated” (Moghaddam et al. 2013, p. 55). Through speaker's



certain language choices, interlocutor can determine the politeness, formality or intimacy between them in the communication.

One of the language part which needed to be considered in communication is address term. Afful (2007) defines term of address as expression in conversation to address and expressed politeness to interlocutor or speaker. In concert of this, Ekanjume (2010) points out that term of address is an essential part of linguistic which used to interpret speaker's attitude toward the interlocutor. In brief, term of address expresses speakers' politeness and respect toward interlocutors. English language only provides self-reference pronoun *I* and *me* as the options.

In Indonesia *aku* and *saya* can be used as self - reference. It is widely accepted that *saya* is used as formal and polite self – refence pronoun. In addition, Flannery (2010) deliberate the use of *saya* and *aku*,” it was suggested that the use of *saya* was common in *nearly all contexts* where they choose a first - person pronoun, with *aku* having overtly *intimate* [emphasizes added]” (p.12). Responding to that issue, Rahardjono (2016) believes that the use of *saya* could make the sense of politeness when use it to address self to another It could be concluded that *saya* is suitable self – reference pronoun to be used in formal context. Therefore, the use of *saya* is more advisedly to be used when having conversation with lecturers to show formality. When in education setting, people tend to consider interlocutor's social status, occupation, and age in deciding to choose *aku* or *saya*. Meanwhile in Japan, speaker considers gender as one of the factors that influence self-reference pronoun in communication (Mogi, 2002).

Suzuki (1973) gives example of self - reference pronouns which are used, such as: women tend to use *Atakushi* or *Watakushi* to refer themselves whereas men use *boku* or *ore* to refer themselves (as cited in Mogi, 2002 p.15). Japanese society has separated the pronouns of men and women since in *Meiji* era or between 1868 and 1912 (Hudson 1980 in Mogi 2002, p. 121). Occupation and social status became the factors why Japan distinguishes men pronoun and women pronoun. Almost all self-reference pronouns in Japan are used as humble form in conversation. Both men and women in Japan do not want to be seen as arrogant person in conversation. Besides become down-to-earth person, the use of self - reference pronouns in Japan are aimed to represent their politeness to interlocutor who have different gender and different social status, occupation and age with the speakers.

Japanese and Indonesian people share one identical consideration when address interlocutor. Both of them take account of social status in addressing people. Despite the same aspect in addressing interlocutor between Indonesian and Japanese people, Rahardjono (2015) and Djenar (2007) support the same idea that, the decision in choosing *aku* or *saya* is influenced by the interlocutor's social status, occupation, age and the social distance between speaker and interlocutor. Akin case appeared in the use of '*tu (T)*' and '*vous (V)*' of France's citizens. According to Wardhaugh (2006, p. 263) who concludes the book entitled *savoir-vivre en France* by Vigner (1978), Vigner emphasizes that the use of *tu* should be addressed to "intimate people and relatives such as: brothers, sisters, parents, children, friends or spouses". In contrast, "*vous* is used when speaker addresses

stranger and between those who have no ties of any kind...” The use of French and Indonesian pronouns shares one common aspect which is social distance or the relationship become consideration in addressing interlocutor. Whereas in Indonesia, showing intimacy between speaker and interlocutor can be expressed through using *aku*. Additionally, Djenar (2008) claims that *aku* is used as informal self – reference pronoun and it shows closer intimate level between speakers and interlocutor (as cited in Dewi, 2009, p.3). Yet, Djenar (2007) determines the use of *aku* as informal self – reference pronoun that need to be used between equals who have close relationship. Another expert also believes that, “*Aku* is marked for intimacy, *saya* is not” (Purwo, 1984, p.55). It could be concluded that *saya* should be used to speaker and interlocutor who have intimate relationship and equals in age.

In deciding which self-reference pronoun to address lecturers, the awareness of speakers is needed. Responding to this issue, politeness might bridge speaker and interlocutor. The use of politeness is not only used as conflict avoidance, but also as socially suitable behavior (Villkki, 2006). Furthermore, Hymes (1967) declares that the other factor that leads in choosing self – reference pronoun is situation including place where the conversation is happened. Responding to this, Holmes (2013) agrees that setting or where the conversation is held became one of the considerations in choosing self – reference pronoun.



## **b. Code Selection in Self – Reference Pronoun**

There are many things to be realized before we speak. “When we speak, we must constantly make choices of many different kinds: what we want to say, how we want to say it, and the specific sentence types, words, and sounds that best unite the *what* with the *how*” (Wardhaugh 2006, p.260). In addition, Brown and Levinson (1987) as cited in Jaworsky and Coupland (2006 p.312) points out that, desire to be accepted and understood become significant factor in interaction. In other words, both interlocutor and speaker want to be approved when having conversation. As consequence, both of them need to think and choose wisely the appropriate self – reference pronoun. Politeness became one of the factors that contribute in code selection of self-reference pronoun. Politeness in using self – reference pronoun is needed since those speakers came from different culture background. In addition, Wardhaugh (2006) argues that “Politeness itself is socially prescribed” (p.276). Hence, the use of politeness is critical. According to Tran (2010, p.1) who declares, “Politeness also impacts on the choice between different address forms [in communication]”. It is obvious that in interaction the use of politeness should not be abandon. In addition, Brown and Levinson (1987) characterize two kinds of politeness: positive politeness and negative politeness. Brown and Levinson (1987, p.61) and Wardhaugh (2006) verify positive politeness as “the desire to gain the *approval* of others [italic added]”. In contrast, they agree the definition of negative politeness as, behavior in preserving “the basic claim to territories, personal preserves, rights to non-distraction . . . freedom of action and freedom from imposition’ (p. 61). Based on those definitions, it can

be concluded that positive politeness will lead speaker or interlocutor to be accepted in interaction. Moreover, speaker consideration in using *saya* as self – reference pronoun will enhance the positive politeness of interlocutor. Djenar (2007) believes that the use of self - reference *saya* is less offensive than *aku*. As consequence, the speaker will be approved and accepted by interlocutor.

Besides politeness, Holmes (2013) identifies that the solidarity, status, and formality scale between speaker and interlocutor affect the way they choose appropriate self – reference pronoun to be used. When students communicate with their lecturer, they need to consider their lecturer’s occupation and status in the faculty. Moreover, the consideration is also come from how well the students know certain lecturer. In addition, Hymes (1967) urges that setting of the conversation gives a significant role in deciding the appropriate self – reference pronoun. Hymes believes that the place where the conversation took place might affect speaker and interlocutor in determining the appropriate self – reference pronoun to be used. Another argument came from Tran (2010) who asserts, there are 3 essential things that needed to be considered in communication: age, social position and social context or setting. It needs to be understood that communication is governed by communal consideration. Wardhaugh (2006) argues that both speaker and interlocutor needs to, “ .... behave *systematically*: their actions are not random; there is *order* ... knowing how to use that language since speakers know not only how to form sentences but also how to use them *appropriately* [emphasis added]” (p.3). In larger context, it may beneficial for students to know the communal regulations in communication.

As in this globalization era, society is not only consisted on one culture community but multicultural community. Consequently, teacher needs to teach students “.... to learn to work collaboratively with individuals [other students] from diverse cultures in a spirit of mutual respect and understanding” (Sabater, 2015, p.2). In the same time, teacher also needs to work with other teachers who came from different culture. Through the use of politeness and considering interlocutor status, social distance and the setting of the conversation effective communication might happen. Effective communication happens “when a message, produced by a member of one culture, is understood by a member of another culture” (Ngriwa et.al 2015, p.62). Therefore, the use of *saya* as formal and polite self – reference pronoun may lead speaker and interlocutor in effective communication.

### **c. Previous Studies**

Similar study had been conducted by Rahardjono (2016) which sought to discover students’ attitudes toward preference in using between *aku* or *saya* to address lecturers in Universitas Kristen Satya Wacana. Ninety (90) participants of study came from specific batch in English Department. Rahardjono used questionnaire and semi - structured interview to elicit the data. In findings, Rahardjono explains the reason why students tend to use *saya* when addressing lecturers. It is because the participants “.... exclusively believed that *saya* is more *formal, polite, and respectful* [italics added] to be used in front of the lecturers” (Rahardjono, 2016 p. 19). However, *aku* still be used to address lecturers. The



participants from Rahardjono's study argued that they use *aku* to address lecturers because it sounded friendlier to do so. Moreover, the appearance of intimacy between lecturers and students become another crucial factor in using *aku* with lecturers. From Rahardjono's finding, it could be concluded that there is significant number of students who used *aku* to the lecturers, which is against the traditional norm.

Identical study also presented by Dewi (2008) which determined the perception of teachers and students in using *aku* and *saya*. Dewi's finding presented differences expectation of older generation (teachers) with young generation (students) in using *aku* and *saya*. Moreover, she also indicated that teachers have a great expectation in the use of *saya* from students when conversing with them. Another thing that identified by Dewi was the role of parents and television program in educating or affecting students' preference of self – reference pronoun. Some of the participants of the study used *aku* with lecturers. The family background become one intriguing factor that lead students used *aku*. In other words, it could be said that parents did not give a clear distinction between *aku* and *saya* to their children.

Another study in 2007 has been conducted by Djenar. Djenar discusses self-reference and variation in Indonesia that used by celebrities. She analyzes several speeches from celebrities in identifying the use of self - reference pronouns. She believes that there are several variations in expressing self-reference pronoun, such as: *Aku*, *Saya*, proper name and *gue*. The issues of familiarity, professionalism and formality came in the decision of using *aku* or

*saya*. Yet, she concludes that “.... there is no uniformity in the speakers ‘choice of term” (p.38) some celebrities consistently use *aku* while others use both *aku* and *saya* in same interview. In brief, Djenar’s study finds that there is shift in using self- reference pronoun regarding to the issues of familiarity, formality, and professionalism as celebrity.

Flannery (2009) differentiates the self - reference pronoun between Indonesia and English. In one hand, English provides speaker with only single self - reference pronoun which is *I*. On the other hand, Indonesia language provides speakers with vary choices of self - reference pronoun, such as: *gua*, *gue*, *saya* and *aku*. Based on the comparison, he concludes English use closed system of self - reference (one self -reference pronoun). In contrast, Indonesia uses open pronoun system. In addition, Flannery added that:

The distinction [of open and closed system] is not only relevant to issues of linguistic typology but also tells us more about the ways in which social relations in different cultures and societies use language to *instantiate*, *negotiate*, reflect, promote, *maintain*, and sometimes even *subvert* [italics added], our socialized selves and our relations with other socialized selves. (p.24)

In other words, Flannery believes, the use of *aku* or *saya* in communication may affect interlocutor’s reaction toward the speaker.

In this research, the self – reference pronoun is limited to the use of *aku* and *saya* as the main core of the study are those self - references. Yet, the researcher will look upon the issue of politeness, formal and informal account when addressing themselves in front of the lecturers.

## **THE STUDY**

### **a. Research Question**

The present quantitative study attempts to answer question: (1.) what self-reference pronoun do students used to refer to themselves when communicating with lecturers? (2.) what factors do students consider in their selection of self – reference pronoun?

### **b. Setting and Context of the Study**

The present study is a further development of Rahardjono's study in 2016. The researcher is focused on students' use of the use of self - reference pronouns between *aku* and *saya* to address lecturer. Moreover, this study is descriptive qualitative study. Question that researcher attempt to answer is: what are students' preferences on the use of self - reference pronouns between *Aku* and *Saya* to address lecturer in Faculty of Teacher training and Pedagogy (FKIP).

The researcher is interested in confirming the relation of self – reference pronoun and politeness. The basis of this study is Rahardjono's study in 2016, that there were significant number of participants who use *aku* and *saya* to lecturers. Seeing that result, the researcher is aimed to reaffirm whether there is shift or not in code selection of self – reference (Rahardjono, 2016).

### **c. Method and Participants**

Descriptive qualitative study is preferred by the researcher. This study was held at Faculty of Teacher Training and Pedagogy (FKIP) of Universitas Kristen Satya Wacana. In eliciting the data, questionnaire is used to gather the data in



determining students' reason in choosing certain self – reference pronoun. The participants of this research were 130 FKIP students from of Universitas Kristen Satya Wacana.

#### **d. Data Collection and Data Analysis**

The researcher spread 130 questionnaires to students of Faculty of Teacher Training and Pedagogy (FKIP) in order to get valid data and avoid obscurity during data collection. Moreover, after analyzing students' answer, the researcher selected four students who use both *aku* and *saya* to be interviewed. The sequences in collecting the data were:

1. Piloting to 10 participants in order to know the validity of the instrument.
2. Making an appointment with the lecturers who taught in Faculty of Teacher Training and Pedagogy to spread the questionnaire in the classrooms.
3. Making students of Faculty of Teacher Training and Pedagogy filled in the questionnaire and then analyzed it using Excel.

After obtaining data from the questionnaire, the researcher used categorical or content analysis. The researcher composed the themes based on the questions and participants' answer of the questionnaire. The data was analyzed qualitatively and classified according to the themes which found in the finding. The result of this study would be used to describe students' preference in using the terms *aku* and *saya* to their lecturers.

#### e. Research instrument

In order to survey the use of *aku* and *saya* to lecturers, the researcher used adapted questionnaire (Appendix 1) from Rahardjono (2016). This study is part of umbrella research project “Students’ use of *Aku* and *saya*” led by Dr E.T. Murtisari (Faculty of Language and Arts Universitas Kristen Satya Wacana). As Griffie (2012) states that, “questionnaire data in a survey design might be helpful in explaining *why* because of the ability of questionnaire items to *capture* respondent opinion” (p.66). In other words, questionnaire is suitable to seek participants reason in using certain self – reference pronoun. In composing the questionnaire, it was arranged in four parts: A, B, C, and D

The first part (Part A) was closed-ended question. The closed-ended question was arranged to determine which students used *saya* or *aku* exclusively or both *aku* and *saya*. The second part (Part B) consisted of open-ended questions which was designed for students who chose *saya* exclusively. The open-ended questions were to know students’ reasons of using the terms *aku* or *saya* exclusively. The third part (part C) also consisted open-ended questions designed for those who chose both *aku* exclusively to lecturers. The open-ended questions were to investigate students’ reasons of using *aku* exclusively in specific contexts toward particular lecturers. Lastly, the fourth part (Part D) consisted of open – ended, close – ended questions, multiple responses choices and Likert scale. Both close – ended and open ended were designed to identify the reasons why students’ reason in choosing both *aku* and *saya* to address lecturers. Furthermore, multiple

responses choices and Likert scale are used to identify factors that lead students in choosing both *aku* and *saya* in communicating with lecturers.

## **FINDING AND DISCUSSION**

### **Introductory sentences**

The analysis below is split into two parts: First, students' choice of self – reference pronoun and factors considered in choosing certain self – reference pronoun. The framework of the analysis is based on Holmes's (2013) work in social factors and dimension factors in using variety used of self – reference pronoun. Social factors define as the participants: who involved in conversation, the setting: where the conversation takes place, the topic: what is being talking about, and the function of conversation: why they are conversing (Holmes, 2013, p.9). In addition, Holmes also indicates 4 different dimensions regarding to social factors which are, social distance scale, status scale, formality scale, and functional scale. The social distance scale is used to indicate how well the relationship of interlocutor and speaker. Meanwhile, status scale determines how speaker's and interlocutor's status or position in institution influence the use of certain language choices, in this case self – reference pronoun. Formality scales used to see the setting which can be influenced the use of certain language choices. Yet, functional scale determines the aim of using certain language choices to interlocutor in communication.

## 1. Students' choice of self – reference pronoun

### a. Students who use *Aku* exclusively or *Saya* exclusively

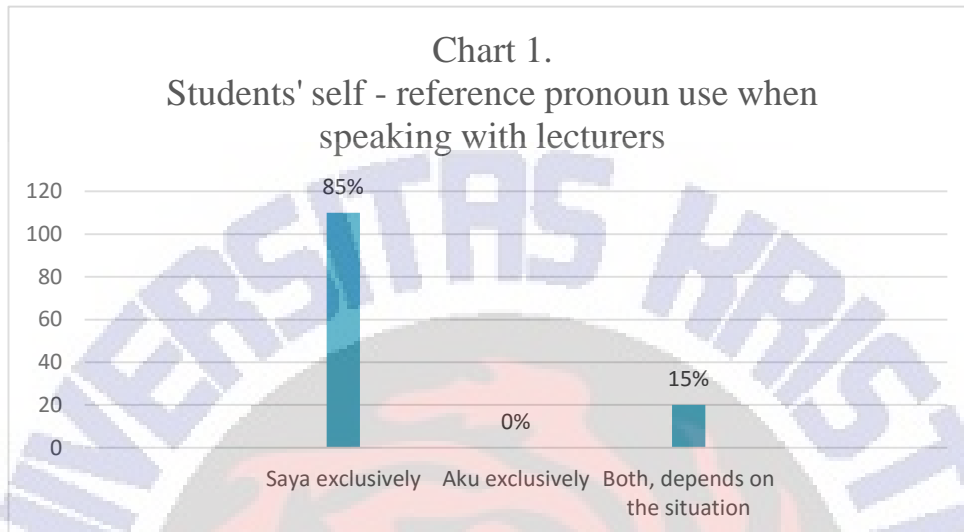


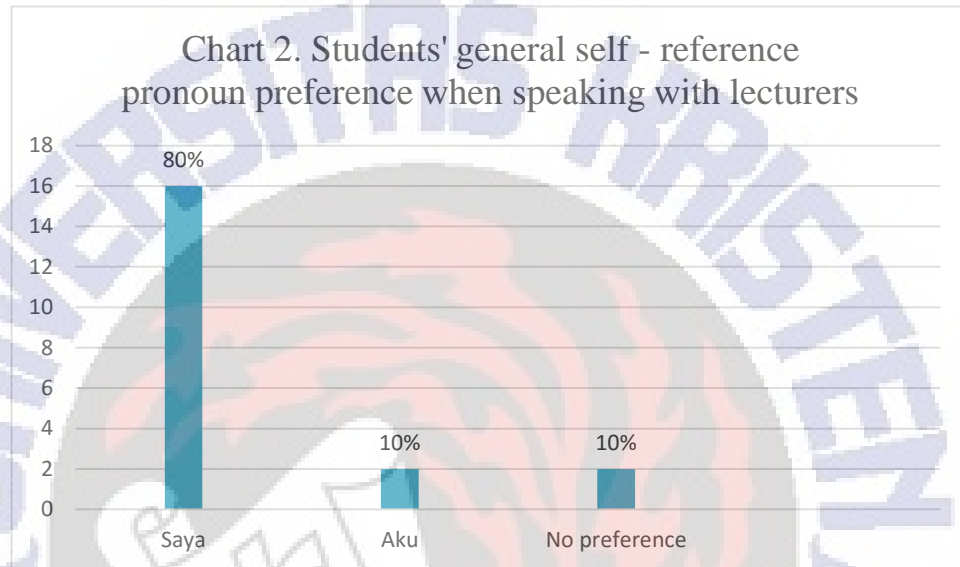
Chart 1 describes numbers of responses that divides the participants into three groups. Participants who use *saya* exclusively, *aku* exclusively or both *aku* and *saya*. As many as 110 participants (85%) used *saya* exclusively when communicating with lecturers. In contrast, the data shows none of the participants choose *aku* exclusively when conversing with lecturers. However, some of the participants (20%) still used informal self – reference pronounce in conversation with lecturers. The results indicate that participants are aware in the use of formal form of self – reference pronoun *saya* when having conversation with lecturers. Yet, some participants show their tendency use both *saya* and *aku* to lecturers which against the traditional norm (Djenar, 2007).



### b. Students who use both *aku* and *saya* to lecturers

This section reports the result from the participants who choose both *aku* and *saya* to the lecturers

#### Students' general preference when speaking with lecturers



Charts 2 demonstrates 20 participants out of the total 130 students who answered both *aku* and *saya*. Chart 2 provide responses to the question: “Which form do you prefer to use when communicating with lecturers?”. As seen in Chart 2, there are 16 participants (80%) prefer *saya* rather than *aku* when communicating with lecturers in general, whereas 2 participants (10%) reported to use *aku* rather than *saya* when speaking with lecturers and 2 other students (10%) have not preference in the practice.

The data means although a significant number of participants use both *aku* and *saya*, they still tend to adhere to the traditional convention by using *saya*. Flannery (2010) suggests the use of *saya* is appropriate to use in nearly all of

context of conversation. Moreover, Flannery also adds that *saya* as neutral and formal first reference pronoun in any situation.

### Students' general frequency in using *Aku* and *Saya*

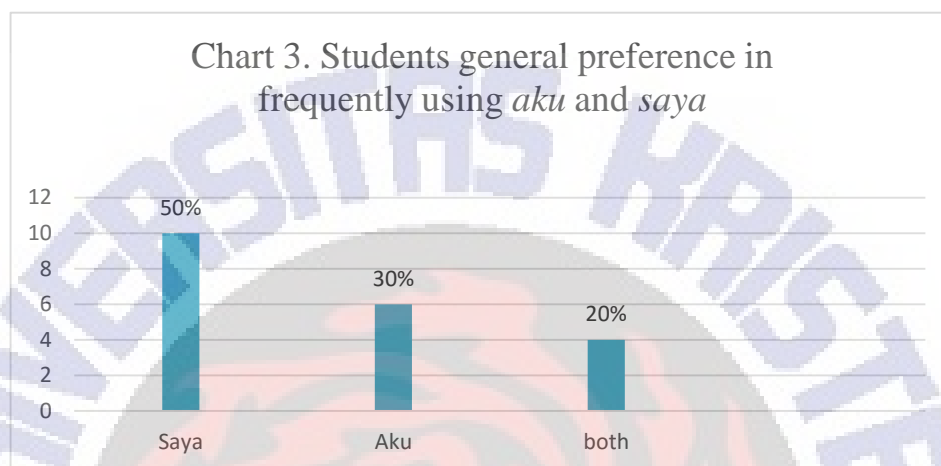


Chart 3 presents responses of participants in question: In general, which form do you use more often when speaking with lecturers. As seen in Chart 3. A half number of participants (10 students) used *saya* more frequently while as many as 6 participants (30%) used *aku* more often than *saya* and 4 participants (20%) used both *aku* and *saya* in communicating with lecturers. The data is quite interesting, since in Indonesia it is common to use *saya* to speak with those people who have higher status than them (Rahardjono, 2016). The fact that there were 30% of the students who use *aku* and *saya* shows tendency of using *aku*, which is not the prescribed standard form to use *aku* with lecturers. Therefore, it is need to be understood that the use of *saya* is more advisedly. responding to this, Morgan (2011) who declares that the use of *saya* as standard formal self – reference pronoun. Meanwhile the use of *aku* is more acceptable to use, “.... between equals who have close relationship” (Morgan, 2011, p.28)

## 2. Reason considered in choosing self – reference pronoun

### a. Reason which drives students using *Saya* exclusively

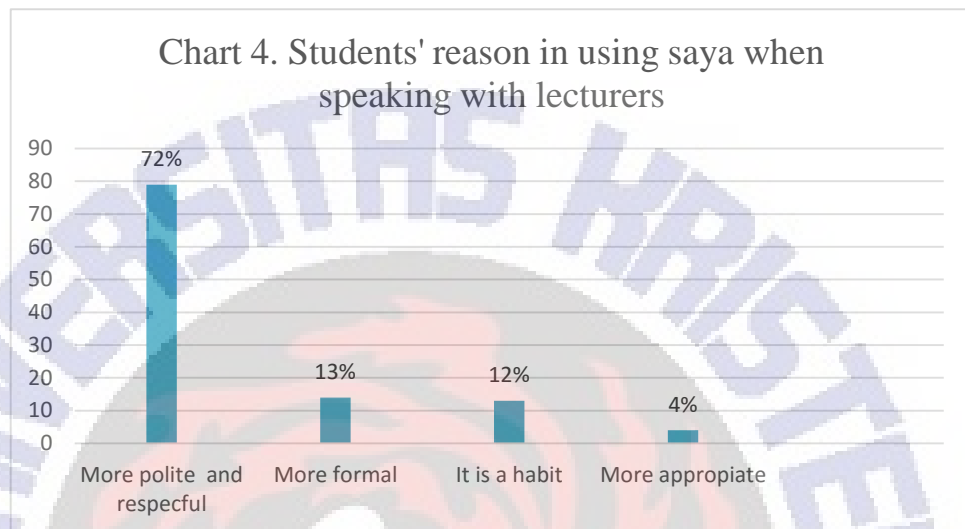


Chart 2 is responses from the question, “what is your reason using *saya* all the time with the lecturers?” There were four types of responses from participants, as such were said it was more polite and respectful, it was more formal, it was a habit and it was more appropriate than *aku*.

From this data, 79 (61%) out of 110 responses from participants said that it was more polite to use *saya* rather than *aku*. One of the participant said that:

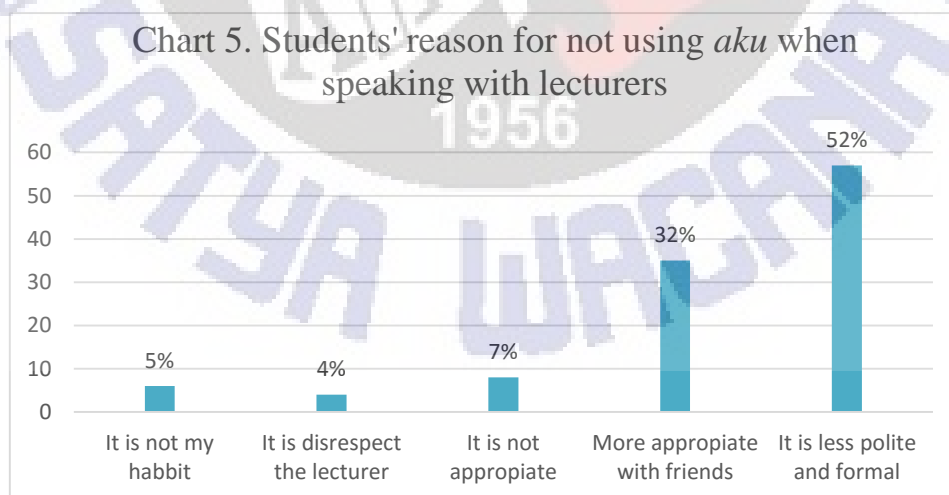
“I think the use of *saya* is more polite to use when I speak with *older* [italic added] person [in this case lecturer].”

(Participants number 1)

Regarding to this response, Rahardjono (2016) claims that,” It is generally accepted that *aku* is informal and *saya* is more polite because the pronoun *saya*

creates a sense of *politeness* [emphasize added] ... in addressing oneself to another” (p.4). It can be implied that most of the participants were indeed aware the use of *saya* as more polite form in conversation with lecturers. Besides, the use of *saya* as more polite self – reference pronoun, it also functioned to honor lecturers who have higher social status than students.

Furthermore, there were 14 responses (13%) who stated that they use *saya* because it was more formal than *aku*. This data had proven that some of the participants aware the use *saya* is more formal than *aku* in communicating with lecturer. In addition, Holmes (2013) believes that formality also become one of the crucial factors in determining the appropriate self – reference pronoun to be used. Besides that, 13 responses (12%) said that they used *saya* to address lecturers because it was their habit and 4 responses (4%) claimed, *saya* was more appropriate than *aku*.



Identical finding shows in Chart 5. Chart 5 gives explanation in why participants who used *saya* to lecturers did not choose *aku* in communicating with lecturers. There were 110 participants out of 130 participants who choose *saya* in



speaking with lecturers. As many as 57 participants (52%) say that the use of *aku* was less polite and less formal. In addition, there are 35 (32%) participants who claimed that *aku* is more appropriate to use in conversing with friends. The conclusion that can be taken was participants aware the use of *aku* is less formal and less polite to be used in conversing with lecturers. Moreover, seeing the rest of the responses it indicates that students in FKIP may be aware that in communicating with lecturers the use of informal self – reference pronoun may not appropriate.

**b. Reason which drives students using both *Saya* and *Aku***

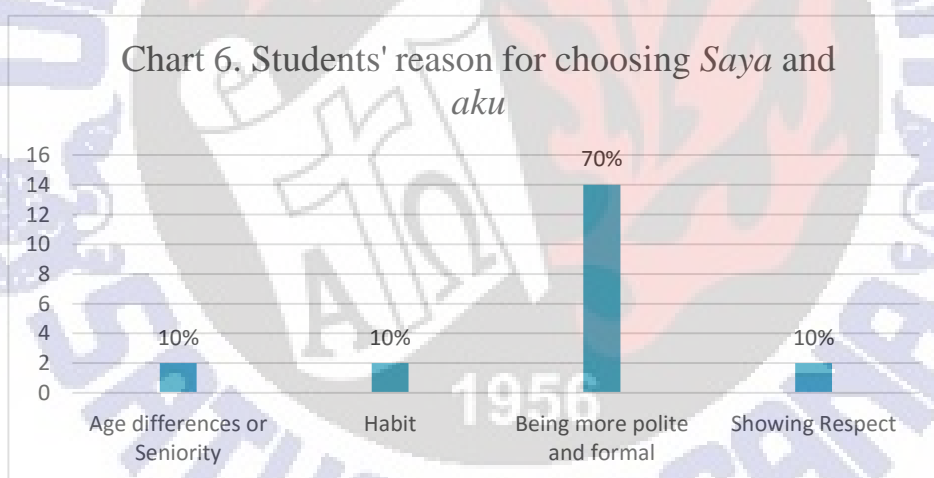
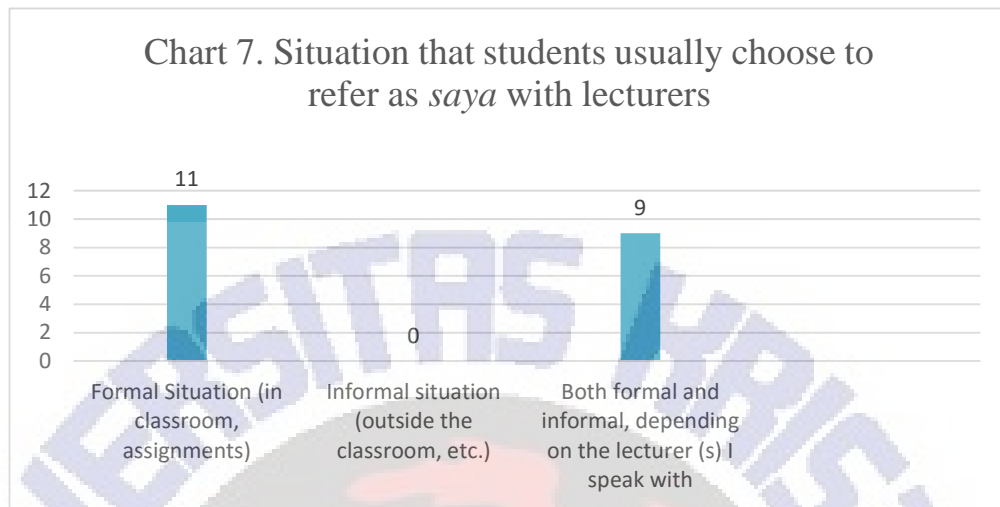


Chart 6 is the reason of why participants choose both *aku* and *saya* as self – reference pronoun when having conversation with lecturers. The Chart is entailed with Chart 2. Chart 6 represents the response of 20 students out of 130 students who practiced both *aku* and *saya* with lecturers. As many as 14 (70%) out of 20 students who prefer *saya* stated *saya* is more polite and formal and it was used to show respect to lecturers. Whereas, 2 other students who favor *saya*

claimed that *saya* is respectful to use with lecturers. This data is accordance with Djenaar's (2007) stance who believes that, "*Aku* has been described as an *informal* pronoun and *saya*, a *formal* [italic added] one" (p.25). Participants were conscious the use of *saya* as more polite, formal and more respectful self – reference pronoun in communicating with lecturers.

Yet, 2 students (10%) who prefer *aku* and 2 other participants (10%) who have no preference in addressing lecturers said the age differences or seniority as one of the factor which lead them to use *aku* rather than *saya*. They used *aku* when speaking with young lecturers. Responding to the issue, in Japan when young people wanted to use self – reference pronoun they would use *Atai* (for female) or *Boku* (for male) rather than using *Watakushi* (the most polite form) when communicating with their friends (Mogi, 2002). It can be inferred that the age differences or seniority can be one of influential factor that lead students in using *aku* or *saya*. This section will be further discussed in Chart 9 and 10.

### The setting which students use *saya* when communicating with lecturers



This Chart is responses to the question “In what situation do you usually choose to refer yourself as *saya* with lecturers?” There were 20 participants out of 130 students who used both *saya* and *aku*. As seen in Chart 6, there are 11 participants who used *saya* in formal situation, for example when they were in classroom, discussing assignment and other formal situations. This finding is linear with Holmes (2013) who declares social context or setting as one of the factors that lead speaker in determining certain linguistic choices. In other words, setting become one of the factors that may lead students in choosing between *saya* or *aku* to communicate with lecturers. The concrete example is when students were discussing their assignment or group project with lecturers in classroom. They will consciously use *saya* since they consider where the conversation took place. Besides that, there were 9 participants who used *saya* in both informal and formal setting depending on the lecturers to whom they were communicating with. This finding indicates that students conscious the use of *saya* with lecturers by considering who are their interlocutor (lecturers).

### The setting which students use *aku* when communicating with lecturers

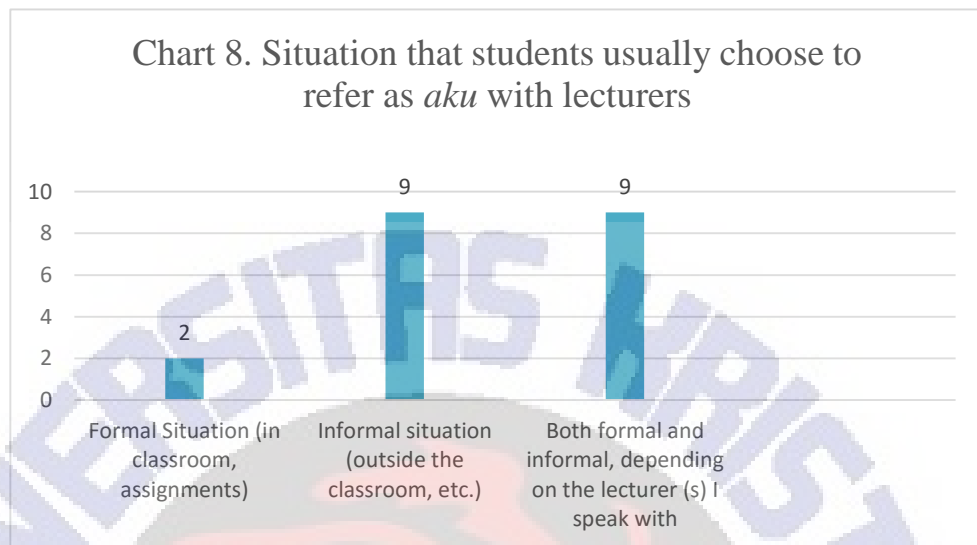


Chart 8 is responses to the question “In what situation do you usually choose to refer yourself as *aku* with lecturers?” In contrast of Chart 7, Chart 8 provides 9 participants who used *aku* in informal situation when having conversation with lecturers. It can be extrapolated that setting or social context become one crucial factor that lead students’ preference between *aku* and *saya*. There were 9 participants who used both *aku* and *saya* in communicating with lecturers and considering who the lecturer spoke with them. In addition, there were 2 participants who used *aku* when having conversation with lecturers. It can be inferred that the intimacy level between lecturer and students may lead students in choosing certain self – reference pronoun.

In brief, from the data that gathered from Chart 7 and 8; it can be concluded that students were conscious the use of *aku* and *saya* when speaking with lecturers regarding to the traditional norm. Seeing the traditional use of self – referential pronoun in Indonesia, *saya* is applied in communication with higher



social status. Moreover, they tend to use *saya* in formal setting (for instance: when they had a consultation in assignment or doing their assignment). Whereas, students used *aku* to communicate with lecturers in informal setting (for instances: having conversating with lecturer in café or outside the classroom). Later, Chart 10 will discuss further the influence of social context or setting in the practice of *aku* or *saya* in conversing with lecturers.

#### The students' awareness of whom lecturers they are talking to

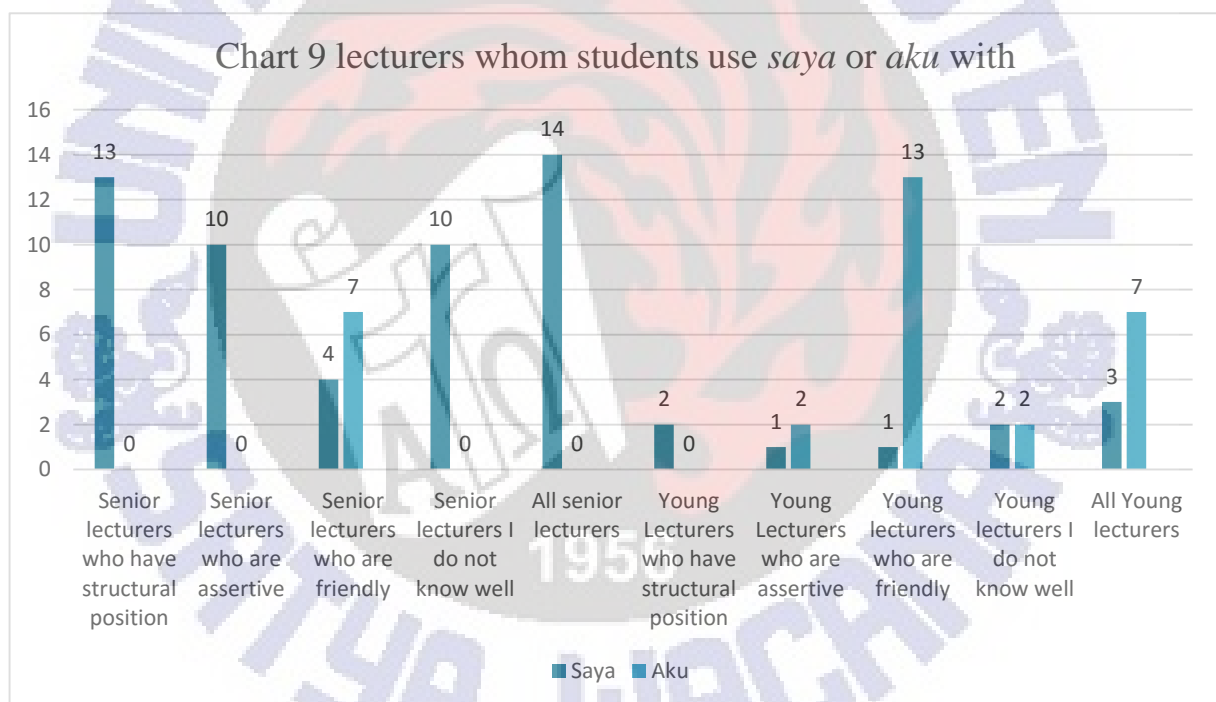


Chart 9 represents responses of participants in two questions: “Which lecturers do you use *saya* with?” and “Which lecturers do you use *aku* with?”. This Chart portrays 20 students out of the total 130 students who used both *aku* and *saya*. The questionnaire given was in a form of multiple responses choices. It was aimed to make participants were able to give multiple answers. As had been

mentioned in Chart 5 that age differences or seniority become one influential factor in choosing between *aku* and *saya*, Chart 9 shows that there is propensity of students using *saya* to all senior lecturers especially those who have structural position in faculty. 14 participants said that they used *saya* to all senior lecturers. Whereas, there were only 3 participants who used *saya* to all young lecturers. Furthermore, 13 students preferred to use *saya* when communicating with senior lecturers who have structural position in faculty (such as, Dean or Head of Program). In contrast, there were only 2 students who used *saya* when speaking with young lecturers who have structural position. It could be inferred that participants used *saya* to almost all senior lecturers and senior lecturers who have structural position in faculty. Regarding to this issue, (Dewi, 2008) insists that “in the formal relationship, for example in conversations between a *younger* person to the *older* one or from the people having *lower* position to the *higher* one, the use of *saya* is expected” (p.23). In other words, structural position of lecturers and age differences play significant role in determining the use of *saya* to address lecturers.

Yet, there is tendency of students use *saya* with lecturers who they did not know well. As many as 10 participants used *saya* when conversing with lecturers who they did not know well. Akin case appeared in the use of ‘*vous (V)*’ of France’s citizens. According to Wardhaugh (2006, p. 263) who wraps up the book entitled *savoir-vivre en France* by Vigner (1978), Vigner emphasizes that the use of *vous* should be addressed to,” .... *stranger* [emphasize added] and between those who have no ties of any kind...” In other words, intimacy between speaker

and interlocutor in this case students and lecturers may become significant in determining certain self – reference pronoun.

In using *aku*, participants tend to use it to young lecturers. The appearance of lecturers' personality also take place. As seen in Chart 9, there were 13 participants who used *aku* in conversing with young lecturers who are friendly and 7 participants used *aku* when conversing with all young lecturers. Compared to senior lecturers categories, there were 7 participants who practiced the use of *aku* to address senior lecturers who are friendly. Yet, there is no significance number of responses in practising *aku* to other categories senior lecturers. Students only practice the use of *aku* to senior lecturers who are friendly. The data is intriguing since the participants use *aku* toward both senior and young lecturers who are friendly. Here, the intimacy between students and lecturers and lecturers' personality become other factors that lead to the decision in choosing certain self – reference pronoun. This finding is linear with Rahardjono (2016, p.17) who states that, "... relationship between students and the lecturers may influence their habit in choosing different self-reference". It can be concluded that intimacy between students and lecturers also play important role in determining certain self – reference pronoun to be used. Yet, intimacy level between students and lecturers influence the intimacy level between students and lecturers. Besides that, participants also aware that *aku* was not suitable to address senior lectures.

In brief, the data above presents concordant relations with Chart 6. Both Chart 6 and Chart 9 shares same idea that believes age differences and intimacy level between students and lecturers become crucial factors in deciding certain

self – reference pronoun to be used. The result shows there is tendency of using *aku* to lecturers who students know well. Moreover, students also use *aku* to all young lecturers. Furthermore, the use of *saya* is used by students in conversation with lecturers who have structural position, considering lecturers' age.

**Factors that influence in determining *aku* or *saya* when having a conversation with lecturer**

**Chart 10. Students consideration when using *aku* or *saya* in commutation with lecturers**

No	Influential Factor	Never (1)	Seldom (2)	Some times (3)	Often (4)	Always (5)	Means
1	Age differences or Seniority	0 0 %	0 0%	6 30%	8 40%	6 30%	4.00
2	Lecturer's personality (assertive, friendly, funny, etc.)	1 5%	0 0%	4 20%	9 45%	6 30%	3.95
3	My relationship with the lecturer (close, distant, etc.)	0 0%	0 0%	7 35%	7 35%	6 30%	3.95
4	Lecturer's structural position in Faculty (Head program, Dean, Ordinary lecturer, etc.)	2 10%	2 10%	0 0%	7 35%	9 45%	3.95
5	Context of the conversation (place & time)	0 0%	1 5%	5 25%	10 50%	4 20%	3.85
6	Lecturer's comfort (when 'saya' or 'aku' is used)	0 0%	1 5%	3 15%	12 60%	4 20%	3.95
7	Objectives of the conversation (small talk, asking for evaluation test, etc.)	1 5%	2 10%	5 25%	8 40%	4 20%	3.60



Chart 10 presents responses to the question, “What do you consider when selecting *aku* or *saya* in your communication with Lecturers?” This Chart represents 20 out of 130 participants who used both *aku* and *saya*. The questionnaire was given in a form of a Likert 5 – point scale to measure factors that students consider when choosing certain self – reference pronoun. Confirming the finding in Chart 7 and 8, Chart 10 shows that a half of the participants (50% responses) often consider setting as factor which influenced their decision in using *saya* or *aku* when had conversation with lecturers. This pattern showed a tendency that participants practiced the use of *saya* in formal setting, whereas *aku* is used in informal setting. Another consideration which took account is lecturers’ comfort when using certain self – reference pronoun was used. As many as 12 participants (60%) often realize lecturers’ comfort when using *saya* or *aku* when conversing them. This finding is linear with Dewi (2008) data when lecturers are asked their reaction when students use *aku*,” 93% answered YES [the use of *aku* will influence my reaction in conversation] with the reason that the use of *aku* would make them feel that they students *do not respect* [emphasize added] them as teachers” (p.30). The appearance of age differences and seniority also become significant factor in using *saya* or *aku* in speaking with lecturers. There were 8 participants (40%) who often considered the age differences or seniority when using *saya* or *aku*. In addition, there were 6 participants (30%) who always consider age differences or seniority in using certain self – reference pronoun when conversing with lecturers. As mentioned in Chart 6 and 9, the seniority or age difference also contribute when used certain

self – reference pronoun. Besides that, the issue of intimacy also raises Chart 10. Chart 7, 8 and 9 had explained the appearance of intimacy level between students and lecturers which influence the use of *saya* or *aku* to be used in conversation. There were 9 participants (45%) who often realize lecturers' personality in determining the certain self – reference pronoun. Furthermore, there were 6 participants (30%) who always consider lecturers' personality in determining the certain self – reference pronoun and 4 participants (20%) sometimes realize it. The friendly lecturers could make students feel closer to them and the use of *aku* could be applied. Whereas, assertive lecturers would make students aware the use of *saya* to be practiced when conversing with them.

The data above represents the tendency of students consider age or seniority, lecturers personality, social context or the setting of conversation and lecturers' comfort when certain self – reference pronoun is used. "Unlike recently, in the past, students would use *saya* at all times regardless of where the places were" (Rahardjono, 2016, p.14). It seems that register factor that affect the way students use *aku* and *saya* is changing from the past compare to now. Indeed, it is need to be understood that the use of *aku* is suitable to be used when having communication with lecturers who have higher social status.

**c. Students preference in using polite self – reference pronoun**

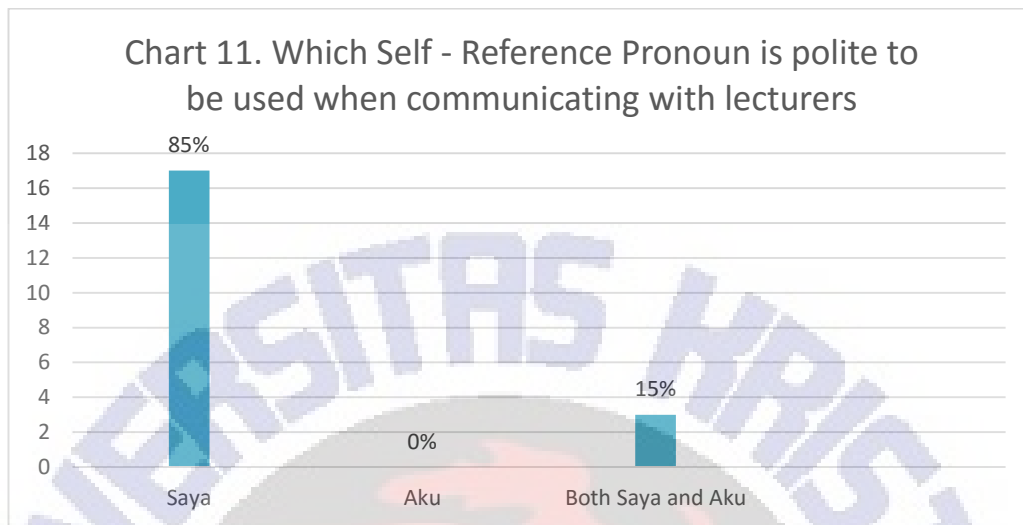


Chart 11 represents responses to the question “which self – reference pronoun is polite to be used when communicating with lecturers?” Chart 11 describes responses from 20 students out of 130 students who used both *aku* and *saya* when conversing with lecturers. Based on the data, most of the participants (17 participants) agreed the use of *saya* is acceptable to be used. Whereas 15% participants (3 participants) said that the use of both *aku* and *saya* is suitable. However, there was none of participants who chose *aku* to be used when speaking with lecturers. This finding has a distinct relation with Jennar (2008) who urges that:

The pronoun *aku* is commonly described as an intimate and informal pronoun and hence it is generally associated with interpersonal domains. *Saya*, on the other hand, is generally described as a neutral and formal pronoun and is considered the appropriate choice for public contexts. (as cited in Dewi, 2009, p.3)

In other words, *saya* is generally accepted as formal self – reference pronoun which should be used by students when speaking with lecturers. Seeing the result

of Chart 4 and 6, it could be inferred that there was tendency when communicating with lecturers, students would use *saya* as their self-reference pronoun. Another finding that worth to be mentioned is the appearance of 3 participants (15%) who used both *aku* and *saya* to lecturers. There is propensity of students against the traditional convention. This finding indicates same propensity of students who use both *aku* and *saya* with lecturers as Rahardjono (2016) found out that there were significant number of students who also used *aku* and *saya* to lecturers.

## CONCLUSION

The purpose of this study is to investigate pre-service teacher students of Universitas Kristen Satya Wacana in terms of their practice of using *aku* and *saya* when communicating with lecturers. There were 5 factors which affect students' preference of *aku* or *saya*: social context or setting the conversation happened, seniority or age differences, lecturers' personality, intimacy level between students and lecturers' comfort when *aku* or *saya* is used. In general, the finding shows that the most of the participants use *saya* exclusively and there are some students who have disposition to use both *aku* and *saya* with lecturers. This finding reaffirm Rahardjono (2016) results in her study, there are some students who have tendency in using both *aku* and *saya* to address the lecturers. Moreover, the process of code selection shift from *saya* to both *aku* and *saya* noticed in the present study. In addition, Rahardjono (2016) assert:

process of language shifting must be viewed with *caution* as the use of self-reference between students and teachers have *inevitably changed* [italics added] from the traditional rules where students must use *saya* exclusively to their teachers. (p.20)

In other word, the use of *saya* needed to be consider by students as formal and suitable self – reference pronoun which should be used when conversing lecturers.

The first finding presents almost all of participants (85%) used *saya* when having conversation with lecturers. In contrast, there were 15 % of participants applied both *saya* and *aku* with lecturers. This finding is critical since the majority of participants aware the use of *saya* in communicating with lecturers.

The second finding indicates that students who used *saya* exclusively said insisted that *saya* is more polite, respectful and more formal. Moreover, 2 participants claimed that the use of *saya* is influenced because it was their habit.

Another intriguing finding was found. The setting or social context of conversation affect their decision in using *saya* or *aku*. The researcher identifies that formal setting (such as, doing or consulting the assignment in classroom) contributes significantly in the use of *saya*. In contrast, informal setting (such as, meeting lecturers in café or outside the classroom) lead those students used *aku* in conversing the lecturers. Besides that, there is tendency that students neglecting the setting but considering their relationship with lecturers in using *saya* or *aku*. as after mentioned by Holmes (2001) in Dewi (2009, p.4) who believes that the closer relationship may reflect the use of *aku*. The further explanation is delivered



in the next finding which suggested that certain personality lead students to the use of certain self – reference pronoun. Lecturers who have assertive personality will be addressed by student using *saya* and the friendlier lecturers would contribute in the use of *aku* by students in conversation. In relation to personality, age differences or seniority also become critical since participants have considered it in using *saya* or *aku*. Regarding to this issue, Dewi (2008) clarifies the effect of age differences in utilizing *saya* or *aku* which believed that,” in the formal relationship, for example in conversations between a *younger* person to the *older* one or from the people having *lower* position to the *higher* one, the use of *saya* is expected” (p.23). In other words, social status also took account in the decision in using *saya* and *aku* in conversation with lecturers.

At last, the limitation of this study is that, identical research need to be held in other faculties so the result could be generalizable in university context. The researcher would suggest that a study with wider scope is therefore necessary. Further studies of this topic may include students from a different faculty in university level to delve deeper into this topic. Besides that, further studies can take account in how certain culture influence their speaker preference in using *saya* and *aku* when communicating with lecturers.

## ACKNOWLEDGMENT

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## Research Instruments

### (Appendix 1)

#### Questionnaire

##### **Students' Use of Self - Reference Pronouns of *Aku* and *Saya* to Address Lecturers**

Dear students,

My name is \_\_\_\_\_ from 2013 batch of English Department Satya Wacana Christian University. I made this questionnaire to explore students' preference in using first-person addressing terms of *aku* and *saya* to lecturers. I would really appreciate if you could participate by answering the questions. Feel free to give your opinion because there is no right and wrong answer. You can also write your responses in Indonesian if you would like to. Your answers will not affect your grade. Please, answer this questionnaire **honestly** to make the data accountable. Thank you very much for your participation!

Yohanes Adeo Argi

#### **THE QUESTIONNAIRE**

Please circle the answers you choose.

##### **PART A**

1. (Q 1) When you are speaking with lecturers, how do you call yourself in front of them? Do you use *saya* or *aku*?
  - a. Saya
  - b. Aku
  - c. Both, depending on the situation

**If you chose option (a) *saya*, please go to Part B. If you chose (*aku*), please go to PART C. If you chose (c) *Both, depending on the situation*, please go straight to Part D.**



**PART B**

1. What is your reason for using ‘saya’ all the time with lecturers? Please, explain clearly.

.....

.....

.....

.....

2. Why don’t you use ‘aku’ to lecturers instead? Please, explain clearly!

.....

.....

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.....

**PART D**

1. What is your reason for using ‘aku’ all the time with lecturers? Please, explain clearly!

.....

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.....

Why don’t you use ‘saya’ to lecturers instead? Please, explain clearly!

.....

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.....

**PART C** (Only if you use both “aku” dan “saya” to lecturers)

1. Which form do you prefer to use when speaking with lecturers in general?
  - a. Saya
  - b. Aku
  - c. No preference

Reason:

.....

.....

.....

.....

2. In general, which form do you use more often when speaking with lecturers?
  - a. Saya
  - b. Aku
  - c. Both Saya and Aku
3. In what situation do you usually choose to refer yourself as *saya* with lecturers?
  - a. Formal situation (e.g.: in a classroom, assignments, etc.)
  - b. Informal situation (e.g.: outside the classroom situation, etc.)
  - c. Both formal and informal situation, depending on the lecturer(s) I speak with
4. Which lecturers do you use *saya* with? (You can choose more than one answer)
  - a. Senior lecturers who have structural position in Faculty (e.g. Dean, The Head of The Program, etc.)
  - b. Senior lecturers who are assertive
  - c. Senior lecturers I do not know well
  - d. Senior lecturers who are friendly
  - e. All senior lecturers
  - f. All young Lecturers
  - g. Young lecturers who have structural position in Faculty (e.g. Dean, The Head of Major, etc.)
  - h. Young lecturers who are assertive
  - i. Young lecturers I do not know well
  - j. Young lecturers who are friendly
  - k. Others (please specify):  
.....

5. In what situation do you usually choose to refer yourself as *aku* with lecturers?
- Formal situation (e.g.: in a classroom, formal meetings, etc.)
  - Informal situation (e.g.: outside the classroom situation, when speaking privately, etc.)
  - Both formal and informal situation, depending on the lecturer I am speaking with.
6. If you use *aku* with your Lecturers, which of them do you normally use *aku* with?  
(You can choose more than one answer)
- Senior lecturers who have structural position in Faculty (e.g. Dean, The Head of The Program, etc.)
  - Senior lecturers who are assertive
  - Senior lecturers I do not know well
  - Senior lecturers who are friendly
  - All senior lecturers
  - All young Lecturers
  - Young lecturers who have structural position in Faculty (e.g. Dean, The Head of Major, etc.)
  - Young lecturers who are assertive
  - Young lecturers I do not know well
  - Young lecturers who are friendly
  - Others (please specify):.....

7. What do you consider when selecting *aku* or *saya* in your communication with Lecturers?

	Never	Rarely	Sometimes	Often	Always
My lecturer's age					
My lecturer's personality (friendly, assertive, funny, etc.)					
My relationship with the lecturer (whether or not I am close with him/her)					
My lecturer's structural position in faculty (Dean, The Head of the program, etc.)					
The context of situation (place and time)					
Whether or not the lecturer will be comfortable with my choice of self-reference					
The aim of communication (small talk, discussing assignment or make up classes)					

8. Which do you think is a polite form to address yourself in front of your lecturers?

Please, tick one!

A. \_\_\_\_\_ *Aku*

B. \_\_\_\_\_ *Saya*

C. \_\_\_\_\_ Both *aku* and *saya*

Explain your answer above!

.....

.....

.....

.....

## I. Demographic information

Age: .....

Mother tongue: .....

Language that I used in my home: .....

Home town: ..... Province: .....

Gender: Male / Female (circle accordingly)

Batch (*angkatan*): .....

Place of origin (city/province): ...../.....

## II. Consent Form

May I contact you for an interview if I need more information to your answers?

Yes / No (circle one)

If you say Yes, please complete the following information:

Name: .....

Cell phone number: .....

Email: .....

**Thanks again for your participation. ☺**



## KUESIONER

### Penggunaan Kata “Saya” atau “Aku” oleh Mahasiswa/i

Kami mahasiswa angkatan 2013 jurusan Pendidikan Bahasa Inggris (PBI) UKSW Salatiga. Kami membuat kuesioner ini untuk mengetahui sikap Mahasiswa Fakultas Keguruan dan Ilmu Pengetahuan (FKIP) dalam memilih kata sapaan **Aku** atau **Saya** ketika berkomunikasi dengan dosen. Kami akan sangat menghargai partisipasi Anda jika bersedia menjawab pertanyaan-pertanyaan dalam kuesioner ini. Jawablah dengan **sejujur-jujurnya** karena tidak akan mempengaruhi nilai mata kuliah Anda. Tidak ada jawaban benar atau salah. Terima kasih banyak atas partisipasi Anda.

*Silakan beri tanda centang (✓) pada jawaban yang Anda pilih.*

#### BAGIAN A

1. Ketika Anda berbicara dengan dosen, bagaimana Anda menyebut diri Anda di depan mereka? Apakah Anda menggunakan ‘saya’ atau ‘aku’?
  - (a) ☐ Saya
  - (b) ☐ Aku
  - (c) ☐ Keduanya, tergantung situasi

**Jika Anda memilih opsi (a) Saya, silakan langsung menjawab BAGIAN B.**

**Jika Anda memilih opsi (b) Aku, silakan langsung menjawab BAGIAN C.**

**Jika Anda memilih opsi (c) Keduanya, tergantung situasi, silakan langsung menjawab BAGIAN D.**

#### BAGIAN B (Jika Anda selalu menggunakan ‘saya’)

1. Apakah alasan Anda **selalu** menggunakan ‘saya’ ketika berkomunikasi dengan dosen? Jelaskan.

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2. Mengapa Anda tidak menggunakan ‘aku’ ketika berkomunikasi dengan dosen? Jelaskan.

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**BAGIAN C (Jika Anda selalu menggunakan ‘aku’)**

1. Apakah alasan Anda **selalu** menggunakan ‘aku’ ketika berkomunikasi dengan dosen? Jelaskan.

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2. Mengapa Anda tidak menggunakan ‘saya’ ketika berkomunikasi dengan dosen? Jelaskan.

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**BAGIAN D (Hanya jika Anda menggunakan ‘aku’ dan ‘saya’ kepada dosen)**

1. Secara umum, mana yang Anda pilih untuk digunakan ketika berkomunikasi kepada dosen?

- (a) \_\_\_\_ Saya  
(b) \_\_\_\_ Aku  
(c) \_\_\_\_ Tidak ada yang lebih saya sukai

Alasan:

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2. Secara umum, mana yang lebih sering Anda gunakan di antara ‘aku’ dan ‘saya’?

- (a) \_\_\_\_ Saya  
(b) \_\_\_\_ Aku  
(c) \_\_\_\_ Sama seringnya

3. Dalam situasi seperti apa Anda biasa menggunakan ‘saya’ ketika berkomunikasi dengan dosen? (pilih **salah satu** jawaban)

- (a) \_\_\_\_ Situasi formal (contoh: di dalam kelas, mengerjakan tugas, dll.)  
(b) \_\_\_\_ Situasi tidak formal (contoh: berbicara dengan dosen saat bertemu di kantin atau tempat lain di luar jam kuliah)  
(c) \_\_\_\_ Keduanya, tergantung kepada dosen yang berbicara dengan saya

4. Kepada dosen yang seperti apa Anda **biasa (sering)** menggunakan ‘saya’? (Anda bisa memilih **lebih dari satu** jawaban)

- (a) \_\_\_\_ Dosen senior yang punya jabatan struktural (contoh: Dekan, Kaprodi, dll.)  
(b) \_\_\_\_ Dosen senior yang terkenal tegas  
(c) \_\_\_\_ Dosen senior yang saya tidak terlalu kenal

- (d) \_\_\_\_ Dosen senior yang terkenal ramah  
(e) \_\_\_\_ Semua dosen senior  
(f) \_\_\_\_ Dosen muda yang punya jabatan struktural (contoh: Dekan, Kaprogdi, dll.)  
(g) \_\_\_\_ Dosen muda yang terkenal tegas  
(h) \_\_\_\_ Dosen muda yang saya tidak terlalu kenal  
(i) \_\_\_\_ Dosen muda yang terkenal ramah  
(j) \_\_\_\_ Semua dosen muda  
(k) Lainnya (sebutkan): \_\_\_\_\_  
\_\_\_\_\_
5. Dalam situasi seperti apa Anda biasa menggunakan 'aku' ketika berkomunikasi dengan dosen? (pilih **satu** jawaban)  
(a) \_\_\_\_ Situasi formal (contoh: di dalam kelas, saat mengerjakan tugas, dll.)  
(b) \_\_\_\_ Situasi tidak formal (contoh: berbicara dengan dosen saat bertemu di kantin atau tempat lain di luar jam kuliah)  
(c) \_\_\_\_ keduanya, tergantung dosen yang berbicara dengan saya
6. Kepada dosen yang seperti apa Anda **biasa (sering) menggunakan** 'aku'? (Anda bisa memilih **lebih dari satu** jawaban)  
(a) \_\_\_\_ Dosen senior yang punya jabatan struktural (contoh: Dekan, Kaprogdi, dll.)  
(b) \_\_\_\_ Dosen senior yang terkenal tegas  
(c) \_\_\_\_ Dosen senior yang saya tidak terlalu kenal  
(d) \_\_\_\_ Dosen senior yang terkenal ramah  
(e) \_\_\_\_ Semua dosen senior  
(f) \_\_\_\_ Dosen muda yang punya jabatan structural (contoh: Dekan, Kaprogdi, dll.)  
(g) \_\_\_\_ Dosen muda yang terkenal tegas  
(h) \_\_\_\_ Dosen muda yang saya tidak terlalu kenal  
(i) \_\_\_\_ Dosen muda yang terkenal ramah  
(j) \_\_\_\_ Semua dosen muda  
(k) Lainnya (sebutkan): \_\_\_\_\_  
\_\_\_\_\_

7. Hal-hal apa yang Anda pertimbangkan ketika memilih ‘saya’ atau ‘aku’ ketika berkomunikasi dengan dosen? (centang jawaban yang Anda pilih)

No	Faktor yang mempengaruhi	Tidak pernah	Jarang	Kadang-kadang	Sering	Selalu
1	Usia dosen saya					
2	Kepribadian dosen saya (tegas, ramah, lucu, dll.)					
3	Hubungan saya dengan dosen saya (akrab, renggang, dll.)					
4	Jabatan dosen saya (Dekan, Kaprodi, dosen bidang kemahasiswaan, dosen biasa, dll.)					
5	Konteks percakapan (tempat dan waktu)					
6	Kenyamanan dosen (saat ‘saya’ atau ‘aku’ digunakan)					
7	Tujuan percakapan (basa-basi, meminta tes susulan, dll.)					

8. Mana yang menurut Anda sopan untuk digunakan ketika berkomunikasi dengan dosen? (Centang salah satu)

- (a) \_\_\_\_\_ Aku  
(b) \_\_\_\_\_ Saya  
(c) \_\_\_\_\_ Keduanya

Jelaskan pilihan Anda.

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**Data Diri Responden**

Umur: \_\_\_\_\_

Jenis kelamin: Laki-laki / Perempuan (lingkari salah satu)

Kota asal: \_\_\_\_\_ Propinsi: \_\_\_\_\_

Suku: \_\_\_\_\_

Bahasa pertama yang dipakai sejak kecil: \_\_\_\_\_

Bahasa yang dipakai di rumah: \_\_\_\_\_

Bahasa yang paling sering dipakai: \_\_\_\_\_

Fakultas / Jurusan: \_\_\_\_\_ / \_\_\_\_\_

Tolong lengkapi informasi di bawah ini:

Nama: \_\_\_\_\_

Nim : \_\_\_\_\_

No. Tlp / HP (yang aktif): \_\_\_\_\_

Akun Sosial Media (yang aktif): \_\_\_\_\_

**Terima kasih atas partisipasi Anda!☺**